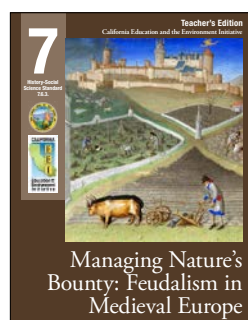


TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

7.6.3.—Managing Nature’s Bounty: Feudalism in Medieval Europe



In this unit, students explore connections between feudalism and the environment by demonstrating how feudal systems controlled access to ecosystem goods and ecosystem services. Students learn to understand what the governing bodies of the past did, and compare this management to today’s government, especially through California’s Department of Fish and Game. In regard to the past, students learn the structure and role of feudal power, as well as contributing factors to its rise. Then students create a pictograph showing the relationship of geographical regions and the ecosystem goods and services produced in each region. Students examine how the continuing control of goods and services led to class conflict, which in turn led to the jury court system, similar to the one we use today. Through guided questioning, students realize that the issues of managing natural resources faced today are the same as those during the historical period of feudalism.

LESSONS	COMMON CORE STANDARDS																		
		RI.7.1	RI.7.3	RH.6–8.1	RH.6–8.2	RH.6–8.3	RH.6–8.4	RH.6–8.5	RH.6–8.6	RH.6–8.7	RH.6–8.8	RH.6–8.10	WHST.6–8.1	WHST.6–8.2	WHST.6–8.4	WSHT.6–8.9	SL.7.1	SL.7.6	L.7.4
	California Connections				✓			✓	✓		✓			✓					✓
	1				✓		✓					✓		✓			✓		
	2	✓	✓		✓		✓			✓				✓	✓		✓	✓	
	3	✓		✓	✓		✓			✓					✓		✓		
	4			✓	✓		✓			✓			✓				✓		
	5				✓	✓	✓			✓	✓				✓		✓		
	Traditional Assessment				✓									✓	✓	✓			
	Alternative Assessment				✓									✓	✓	✓			

Note: For your reference, the list of California Common Core State Standards abbreviations is on the following page.

Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

California Common Core State Standards Abbreviations

- **CCCSS:** California Common Core State Standards
- **L:** Language Standards
- **RH:** Reading Standards for Literacy in History/Social Studies
- **RI:** Reading Standards for Informational Text
- **SL:** Speaking and Listening Standards
- **WHST:** Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Note: Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core Standards Applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on pages 18–19 of this document.

A Note about Common Core Speaking and Listening Standards

Throughout this unit, students participate in various learning structures and groups to analyze, discuss, and synthesize data, which supports the skill in Speaking and Listening Standard 1 “Participate effectively in a range of collaborative discussions (one-on-one, groups...) with diverse partners.” With prior instruction on collaborative discussions, these various groupings and the materials students examine lend themselves to prime discussion material for collaborative discussions. Learning structures with tasks for pairs and groups are in the following lessons:

- **Lesson 1:** Whole class, pairs
- **Lesson 2:** Whole class, pairs
- **Lesson 3:** Whole class, groups of 4
- **Lesson 4:** Whole class, pairs
- **Lesson 5:** Whole class

National Geographic Resources

- **Natural Regions** wall map (Lesson 1)

Additional Resources

- **Physical Features and Natural Regions of Europe** student map (Lessons 2 and 4)

Unit Assessment Options

Assessments	Common Core Standards Applications
Traditional Assessment	
Students answer multiple-choice questions. Then they write five paragraphs explaining the development of feudalism, its role in medieval European economy, the way in which it was influenced by physical geography, and how feudal relationships provided the foundation of political order.	<p>RH.6–8.2: Determine the central ideas...of a...source...</p> <p>WHST.6–8.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details...</p> <p>WHST.6–8.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>WHST.6–8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6–8.9: Draw evidence from informational texts to support analysis, reflections, and research.</p>
Alternative Assessment	
<p>Students write a lengthy essay that demonstrates their proficiency in understanding the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography, and how feudal relationships provided the foundation of political order.</p> <p>Students may use their workbooks for information in the writing task.</p> <p>A rubric is provided to guide the writing assessment.</p>	<p>RH.6–8.2: Determine the central ideas...of a...source...</p> <p>WHST.6–8.2: Write informative/explanatory texts, including the narration of historical events...or technical processes.</p> <p>WHST.6–8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6–8.9: Draw evidence from informational texts to support analysis, reflection, and research.</p>

Lesson 1: Managing California's Resources

Students examine a map of the natural regions of California and then read about the California Department of Fish and Game and its role in managing the state's resources. They view a map of medieval Europe and discuss the concept of feudalism.



National Geographic Resources

■ Natural Regions wall map

Use this correlation in conjunction with the **Procedures** located on page 36–37 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p> <p>Suggestion: Students should identify new vocabulary in the reading selection and discuss them during the reading. One way to do this is to have students read in small groups to allow for discussion, then have students re-read the selection independently.</p>	<p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<p>Steps 1–3: Using the Natural Regions wall map, students answer teacher-led questions concerning the governance of California's natural regions.</p> <p>Students are asked to draw upon prior knowledge to orally name natural resources with “ecological value” which might need conservation.</p> <p>Using California Fish and Game Regions (Visual Aid #1), students are asked to determine the similarities and differences between the California Fish and Game regions and the natural regions.</p> <p>Tip: Students may graph the similarities and differences using a Venn Diagram, then defend their choices.</p>	<p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>SL.7.1: Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners..., building on others' ideas and expressing their own clearly.</p>
<p>Steps 4 and 5: Students read California Connections: The Department of Fish and Game (Student Edition, pages 2–5) on their own. When finished, students turn to Overseeing California Natural Regions and Resources (Student Workbook, pages 3–4). Working in pairs, students answer the first five questions. Then students share their answers with the whole class.</p> <p>Suggestion: Refer to the Reading California Connections Using a Common Core Reading and Writing Focus on pages 13–17 to view specific suggestions for integrating Common Core standards while reading this selection not only for content, but for text structure as well.</p>	<p>RH.6–8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6–8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WHST.6–8.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details,...or other information and examples.</p>

Student Tasks	Common Core Standards Applications
<p>Steps 6 and 7: Projecting the Map of Medieval Europe (Visual Aid #2), the teacher supplies information on the development of the Middle Ages to the whole class. Additionally, the teacher compares the regions of Europe with the regional divisions in California.</p>	<p>SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners..., building on others' ideas and expressing their own clearly.</p>
<p>Step 8: Students answer Questions 6 and 7 on Overseeing California's Natural Regions and Resources (Student Workbook, pages 3–4).</p>	<p>WHST.6–8.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details,...or other information and examples.</p>

Lesson 2: Introducing Feudalism

Students gather information about natural resources from a physical map of Europe and explore the goods and services important to medieval people. They read aloud about leaders of the early Middle Ages and discuss the structure of the feudal system.



Additional Resources

- **Physical Features and Natural Regions of Europe** student map

Use this correlation in conjunction with the **Procedures** located on pages 50–51 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<p>Steps 1–9: Using the projection of Europe After the Fall of Rome (Visual Aid #3) the teacher gives historical background concerning the Dark Ages.</p> <p>In teacher-led discussion, the terms “ecosystem goods and ecosystem services” are reviewed. Students are asked to give examples of each term.</p> <p>Students will take turns role-playing the “town crier” using Town Crier Script (Information Cards #1–8), with information about the leaders of Europe trying to control areas with certain ecosystem goods and ecosystem services during this time period. Once read, the “town crier” posts the news onto a teacher-made timeline displayed on the wall.</p> <p>While the town crier announces the news, student partners use the projection Regions of Europe (Visual Aid #4) and Physical Features and Natural Regions of Europe (Student Map) to fill in charts (Student Workbook, pages 5 and 6) about the valuable resources available in Europe that people were fighting over at this time.</p> <p>Using the projections Natural Features of Europe’s Regions (Visual Aid #5) and Ecosystem Goods and Ecosystem Services (Visual Aid #6), the teacher leads a discussion to consolidate the information given through the visual aids and workbook pages.</p> <p>Suggestion: Have students analyze how the geographical regions would affect living conditions, culture, and food. Then consider how that would affect the need to control certain areas, leading to disputes.</p>	<p>RH.6–8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary...</p> <p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text...related to history/social studies.</p> <p>RH.6–8.7: Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions..., building on others’ ideas and expressing their own clearly.</p> <p>SL.7.6: Adapt speech to a variety of context and tasks...when indicated...</p> <p>WHST.6–8.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details,...or other information and examples.</p>

Student Tasks	Common Core Standards Applications
<p>Step 10: Using the projection The Feudal Hierarchy (Visual Aid #7), the feudal system will be reviewed, along with domain-specific vocabulary. The homage to those above and the responsibilities to those below are illustrated. The teacher ties the connection between ecosystem goods and feudalism through discussion.</p> <p>Students finish the final question on Student Workbook page 6 individually.</p>	<p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6–8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events.)</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners...., building on others’ ideas and expressing their own clearly.</p> <p>WHST.6–8.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details,...or other information and examples.</p> <p>WHST.6–8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Lesson 3: Life on the Manor

Students examine a map of a medieval manor and the relationships among its inhabitants. In small groups, they read excerpts from a medieval charter to learn about jobs on the manor, and they discuss primary-source artwork that depicts feudal relationships.



Use this correlation in conjunction with the **Procedures** located on pages 68–69 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<p>Steps 1–3: Much of this lesson is presented orally. Students view the projection Medieval Manor Lands (Visual Aid #8) during a teacher-led discussion based on the components of a medieval manor.</p> <p>The teacher projects Jobs on the Manor (Visual Aid #9) to provide background for small group work.</p>	<p>RH.6–8.2: Determine the central ideas of information...; provide an accurate summary...</p> <p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6–8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information...</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions...</p>
<p>Step 4: Students are divided into groups of four. Using In Their Own Words (Teacher's Masters, page 2), students complete Life on the Manor (Student Workbook, pages 7–8).</p>	<p>RH.6–8.7: Integrate visual information... with other information...</p> <p>RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>SL.7.1: Engage effectively in a range of collaborative discussion...</p>
<p>Steps 5 and 6: These two steps are whole-class presentations led by the teacher using the projections Paying the Rent (Visual Aid #10) and Working the Land (Visual Aid #11). The teacher leads a discussion on manorial life.</p> <p>Suggestion: Before students work independently, refer back to the visual aids and have students explain how the information from maps, diagrams, visual aids, and the text from the reader work together to help them understand the main ideas and details.</p>	<p>RH.6–8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6–8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information...</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions..., building on others' ideas and expressing their own clearly.</p>

Student Tasks	Common Core Standards Applications
<p>Step 7: Students work individually to complete Feudalism at Work (Student Workbook, pages 9–10). Students may refer to the previous workbook pages 7–8 to complete this assignment.</p>	<p>WHST.6–8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Lesson 4: To Market, to Market...

Students examine a painting depicting a medieval market and read about the rise of trade goods, merchants, and market towns. They match trade goods to natural regions in Europe and write about how markets and trade changed medieval life.



Additional Resources

- **Physical Features and Natural Regions of Europe** student map

Use this correlation in conjunction with the **Procedures** located on pages 84–85 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<p>Steps 1–4: Much of this lesson is presented orally. The teacher leads a discussion concerning the move away from farming dependent manors to the development of a merchant class and towns.</p> <p>Using Life at the Market (Student Edition, pages 6–7) and the projection Medieval Market (Visual Aid #12), the teacher leads a discussion on the attributes of a medieval market.</p> <p>The class reads Life at a Market (Student Edition, pages 6–7) to answer the questions in Markets Bring Change (Student Workbook, page 11).</p> <p>Suggestion: Have students create a continuum charting the growth of cities away from the specialized crafts/trades of the manors. Analyze the role of the lord/king in the growth of cities. Analyze how the improvement in farming lead to the growth of the merchant class.</p>	<p>RH.6–8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6–8.2: Determine the central ideas of information...; provide an accurate summary...</p> <p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text...related to history/social studies.</p> <p>RH.6–8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information...</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions..., building on others’ ideas and expressing their own clearly.</p>
<p>Step 5: Students work in partners to pair trade goods to the region that would produce it based on the ecosystems and natural resources of each region. Using Physical Features and Natural Regions of Europe (Student Map) and a copy of Trade Goods (Teacher’s Masters, pages 3–4), students match icons on the master page with the student map where each good was collected or made. They use the projection Regions of Europe (Visual Aid #4) as a second source.</p> <p>Once the allotted time is finished, the class will discuss as a whole the correct placement of the icons. Students will then glue the icons in the correct location on their student maps.</p>	<p>RH.6–8.7: Integrate visual information (e.g., in...maps) with other information...</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions...</p>

Student Tasks	Common Core Standards Applications
<p>Step 6: In a teacher-led whole group setting using the projection Trade Routes and Markets of Medieval Europe (Visual Aid #14), students discover the correlation of waterways to the creation of markets.</p>	<p>RH.6–8.2: Determine the central ideas or information...; provide an accurate summary...</p> <p>RH.6–8.7: Integrate visual information (e.g., in...maps) with other information...</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions...</p>
<p>Step 7: Using Markets Bring Change, students complete the short essay question found in their Student Workbooks on page 11.</p>	<p>RH.6–8.2: Determine the central ideas or information of a...source; provide an accurate summary...</p> <p>WHST.6–8.1: Write arguments focused on <i>discipline-specific content</i>.</p>

Lesson 5: Of Nobles and Outlaws

Students review the feudal hierarchy and discuss the effect of Europe's growing population on the feudal system and the development of courts. Students then read two court cases from the Middle Ages, summarize them, and render a decision.



Use this correlation in conjunction with the **Procedures** located on pages 100–101 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<p>Steps 1–5: Based on the projection of The Feudal Hierarchy (Visual Aid #7) and teacher-led discussion, students gain background on the feudal justice system.</p> <p>Students turn to Medieval Court Cases (Student Workbook, pages 12–16) and follow as the teacher reads the first two paragraphs. Then, working in groups of 4, students continue reading both court cases and answer the seven questions about each one.</p> <p>When finished, the teacher leads a whole-class discussion to check for understanding.</p> <p>Suggestion: Students can research and develop plausible characters with problems based on ecosystem goods and ecosystem services for a Medieval court case. Students must address both the plaintiff's and the defendant's points of views, provide eyewitness accounts, and finally give a jury verdict, including the basis for the decision. Students are given roles in a mock Medieval trial to perform from a selected student's research.</p>	<p>RH.6–8.2: Determine the central ideas...; provide an accurate summary...</p> <p>RH.6–8.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6–8.4: Determine the meaning of words...related to history/social studies.</p> <p>RH.6–8.7: Integrate visual information...</p> <p>RH.6–8.8: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions...</p> <p>WHST.6–8.4: Produce clear and coherent writing...</p>
<p>Step 6: The teacher leads a whole-class discussion concerning the connections among plaintiffs and defendants in court cases. The teacher writes notes on the projections Plaintiffs and Defendants: Case #1 (Visual Aid #15) and Plaintiffs and Defendants: Case #2 (Visual Aid #16) using student input.</p>	<p>RH.6–8.8: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions...</p>
<p>Step 7: Students work individually on Be It True or Be it False? (Student Workbook, pages 17–18).</p>	<p>RH.6–8.8: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>WHST.6–8.4: Produce clear and coherent writing...</p>

Unit Assessment

Refer to the introduction pages at the front of this document for information regarding the Traditional and Alternative Assessments for this unit and their Common Core correlations.

Reading *California Connections* using a Common Core Reading and Writing Focus

Reading

History teachers can further enhance the teaching of Common Core Reading Literacy Standards by noting the suggestions below and in the following pages while reading the *California Connections* selection for content. Explicitly teach students to pay attention to the structure of the text by noting the following:

- Note how the author cites evidence to support main points and analysis. **(RH.6–8.1)**
- Note how the author sets up the central ideas or information; and provide an accurate summary of the text distinct from prior knowledge or opinions. **(RH.6–8.2)**
- Identify key steps in a text’s description of a process related to history. **(RH.6–8.3)**
- Note how the author explains the meaning of key words, phrases, and vocabulary related to history/social studies. **(RH.6–8.4)**
- Analyze the structure the author uses to organize the text; describe how a text presents information (e.g., sequentially, comparatively, causally). **(RH.6–8.5)**
- Analyze the author’s point of view and purpose, including watching for loaded language and inclusion or avoidance of particular facts. **(RH.6–8.6)**
- Note how the information in the *California Connections* text integrates with information provided throughout the unit in diverse formats, including charts, graphs, photographs, videos, or maps. **(RH.6–8.7)**
- Distinguish among fact, opinion, and reasoned judgment in a text. **(RH.6–8.8)**
- Analyze the relationship between a primary and secondary source on the same topic. **(RH.6–8.9)**
- Note comprehension strategies for understanding text. **(RH.6–8.10)**

Note: Standard descriptions from the *Reading Standards for Literacy in History/Social Studies* are paraphrased and combined, using terminology that applies to reading a *California Connections* selection.

Writing

Many *California Connections* selections can be used as a model for future student writing tasks applying the Writing Literacy Standards by noting how the author structures the text, organizes the ideas, and provides well-chosen relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.

Using the *California Connections* Selection

The following pages note specific places where the *California Connections* selection provides examples for specific Writing Literacy Standards, using this selection as a writing model. They also provide suggestions for teaching students to analyze text structure using the Reading Literacy Standards. Teachers can incorporate more suggestions from the list above.

RH.6-8.5: Describe how a text presents information...


Suggestion: Point out to students this is an introduction to a subject in a way that creates interest.

RH.6-8.5: Describe how a text presents information...

Suggestion: For example, note the use of narrative.

California Connections: The Department of Fish and Game
Lesson 1 | page 1 of 4

The Department of Fish and Game



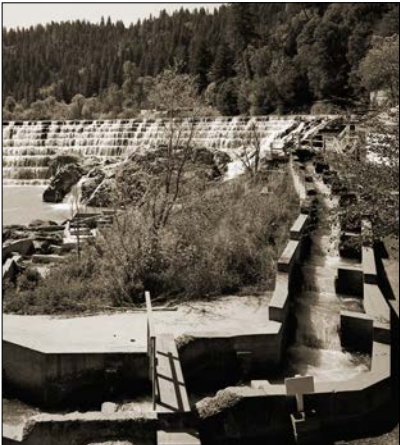
California was rich even before the Gold Rush—rich in scenery, in wildlife, and in natural resources. The mountains, foothills, and valleys of California provided a safe habitat for all kinds of wildlife, including deer, grizzly bears, and wolves. Fish filled the rivers, streams, and bays. Great forests covered the mountains, and fertile soils supported many kinds of plants and animals.

After John Marshall discovered gold in 1848, thousands of people moved to California. Small towns became busy cities. New towns sprang up from San Francisco to the Sierra Nevada foothills.

All of these new people needed food and supplies. They soon began to use up the state's natural resources. Deer and elk began to disappear. Dams, fences, and nets in streams kept salmon from returning to spawning grounds upstream. In response, the state passed its first laws to protect salmon and other wildlife in 1852.

Fish Were First

The number of fish continued to fall. In 1870, the California Legislature



Fish ladder on South Fork of Eel River, Mendocino County, California

2 CALIFORNIA EDUCATION AND THE ENVIRONMENT INITIATIVE | Unit 7.6.3 | Managing Nature's Bounty: Forestation in Medieval Europe | Student Edition

RH.6-8.5: Describe how a text presents information...

Suggestion: For example, note the use of chronology.

L.7.4a: Use context...as clue to the meaning of a word or phrase.

Suggestion: For example, define "fish ladders" and "DFG."

RH.6–8.5: Describe how a text presents information...

Suggestion: For example, note the use of sequence.

RH.6–8.5: Describe how a text presents information...

Suggestion: For example, note the use of cause-and-effect.

WHST.6–8.2b: Develop the topic with relevant, well-chosen facts...

WHST.6–8.2a: ...include graphics...when useful to aiding comprehension.

Suggestion: Ask, "Why did the author select each graphic? How do they support the text?"

California Connections: The Department of Fish and Game
Lesson 1 | page 2 of 4

created the Board of Fish Commissioners. It was one of the first wildlife conservation agencies in the country. Its job was to increase the number of fish. It built the first fish ladder on a stream off the Truckee River. A fish ladder is a series of pools that help salmon swim upstream when their natural path has been dammed. Soon after, it built a fish hatchery at the University of California. Eventually, this board would become the California Department of Fish and Game.


In 1952, 100 years after the first laws protecting wildlife were passed, the California Department of Fish and Game (DFG) was established. The DFG works to "manage California's diverse fish, wildlife, and plant resources, and the habitats upon which they depend, for their ecological values and for their use and enjoyment by the public." This means that the Department of Fish and Game cares for native fish, wildlife, and plant species and protects their habitats. It makes sure that each species has enough habitat to survive. The department protects California's plants

and animals because each one is a valuable part of nature. Many also provide direct benefits to people. The department also wants to help people enjoy and learn from the many resources of our state.

The DFG
The Department of Fish and Game has a big job. Today, more than 36 million people live in California. The population may reach 40 million in the next few

years. Cities continue to expand into areas that once were home to wildlife. People have diverted and dammed rivers and streams. Each day, fish and other wild creatures must compete with human beings for food and living space.

When people and animals come together in wildlife-protected areas, problems can occur. For example, black bears sometimes cause problems for campers and hikers. They tip over trash



White sturgeon

CALIFORNIA EDUCATION AND THE ENVIRONMENT INITIATIVE | Unit 7.6.3 | Managing Nature's Beauty: Foundation in Medieval Europe | Student Edition 3

RH.6–8.5: Describe how a text presents information...

Suggestion: Review the text, noting how overall, the information is mostly presented chronologically with cause and effect embedded to explain the relationships between events and the organization of DFG.

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California Fish and Game officer checking fish

cans or destroy property. If visitors have a problem with bears, they can call their local Fish and Game Office for help.

From time to time, people cause the problems. Some people break the rules protecting wildlife, land, or water. The DFG has many local Fish and Game wardens who may arrest people for breaking laws, such as poaching, which means taking fish and game illegally. Recently, the DFG arrested six men who were illegally catching white sturgeon and selling its meat and eggs (caviar). This is a serious

offense and can result in large fines or years in jail.

To manage so many different duties, the Department of Fish and Game is divided into many levels. A director, chosen by the governor, runs the DFG from its main offices in Sacramento. The DFG has offices that deal with oil spills, education, and outreach. It also has four major divisions, which are broken into smaller branches. For example, within the Administration Division, the department's License and Revenue Branch sells over 150 kinds of licenses

and permits for fishing and hunting. These licenses are sold at many places throughout the state. Some are sold in small local stores, and some in huge sporting goods outlets. The DFG tries to make it easy for the public to get the licenses.

Dividing Up the State

Under the Regional Operations Division, California has been divided into seven geographic regions. For example, there are regions for the Sacramento Bay Delta, the inland deserts, and the southern coast. Dividing

WHST.6–8.2c: Use appropriate and varied transitions...

Suggestion: For example, note the use of, "From time to time..."

RH.6–8.5: Describe how a text presents information...

Suggestion: For example, note the use of cause-and-effect.

RH.6–8.5: Describe how a text presents information...

Suggestion: For example, note the use of proposition and support. (Support comes before the proposition.)

RH.6–8.8: Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6–8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g.,...inclusion or avoidance of particular facts).

Suggestion: Throughout the article, analyze the reasons the author presents the information in this way, and why certain facts are included.

RH.6–8.2: Determine the central ideas or conclusions of a...source; provide an accurate summary of the source...

Suggestion: Have students periodically pair-share a summary of the text information, as well as explain the central idea of each section.

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California Fish and Game officer at Nimbus Hatchery

the state into regions helps experts like wildlife biologists make decisions at a local level. The experts can listen to the people living and doing business in the region before making decisions. The DFG also studies wildlife populations by region. If the data collected show that a certain animal population is decreasing, the DFG can

develop a plan to help its population grow. The DFG does not protect all the land in California. More than half of the state (51%) is privately owned. Many kinds of wildlife depend on this private land for survival. Having different kinds of wildlife is important for the health of the state's natural systems. Careless planning

and development can put wildlife in danger. Although the Department of Fish and Game does not have control over private land, it can encourage wise choices based on scientific data. The DFG supplies data and advice to local programs developing plans that protect wildlife while allowing people to use the land.

Monitoring and Managing

The Department of Fish and Game manages a million acres of wildlife areas, wildlands for the people of California, ecological reserves, and private lands conservation programs in California. It takes care of wildlife and natural resources, as well as security issues, public health, and safety. It maintains drainage, sewage, and electrical systems on the land. The DFG also manages recreational opportunities, like hiking and fishing. While caring for California's natural resources, the Department of Fish and Game also addresses the needs and concerns of California's citizens. It continually faces new challenges for effective natural resource management.

WHST.6–8.2c: Use appropriate and varied transitions...

Suggestion: For example, note that "Although" signals a stipulation.

WHST.6–8.2f: Provide a concluding statement...

Suggestion: Note that the conclusion connects to the claim at the beginning of the article.

California Common Core State Standards Descriptions

Language Standards

- **L.7.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
 - a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Reading Standards for Informational Text

- **RI.7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.7.3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Speaking and Listening Standards

- **SL.7.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
- **SL.7.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

Reading Standards for Literacy in History/Social Studies

- **RH.6–8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.6–8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6–8.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- **RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **RH.6–8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **RH.6–8.6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- **RH.6–8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6–8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.
- **RH.6–8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

- **WHST.6–8.1:** Write arguments focused on *discipline-specific content*.

Common Core Reference Pages

- **WHST.6–8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - f) Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WHST.6–8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.6–8.9:** Draw evidence from informational texts to support analysis, reflection, and research.